

## **Overview of Recommended Elements of a Professional Development System and Vermont's Principles (10-6-10)**

**Elements of a Professional Development System for Early Care and Education – Recommended by National Child Care Information Center and NAEYC**

### **Funding**

- Scholarships
- Compensation/retention initiatives
- Program quality awards

### **Core Professional Knowledge**

- Core body of knowledge/core competencies
- Career Lattice

### **Qualifications and Credentials**

- Pre-service requirements
- Continuing Education Requirements
- Pathways leading to qualifications, degrees and credentials

### **Quality Assurances**

- Trainer Approval
- Training Approval
- Evaluation Processes

### **Access and Outreach**

- Online database of training and education opportunities
- Career Advising
- Multiple professional development delivery methods

## **PRINCIPLES of Vermont's Professional Development System (draft #9 9-27-10)**

**Vermont's Professional Development System is:**

### **1) Clear and Known**

Practitioners know there is a professional development system that is useful to them.

### **2) Supportive of Professional Growth**

Learning opportunities build upon knowledge and skills in a systematic way,, and individuals are recognized for their achievements along their professional career pathways.

### **3) Research-based**

Professional development content and instructional practices are based on recognized and effective standards that support best practice and participant's ongoing professional development.

### **4) Integrated and Aligned**

Professional development is articulated so that it is recognized and meaningful across different systems and work settings.

### **5) Accessible**

Professional development opportunities and pathways are designed to be flexible and fully available to diverse populations and skill levels, through a variety of delivery options.

### **6) Financially supported**

Consistent public and private funding is available and reflects these professional development Principles and related practices

### **7) Evaluated on all of the above criteria**

These Principles are used to evaluate professional development activities and the system as a whole in order to ensure an increasingly proficient workforce.

## Elements of a Professional Development System for Early Care and Education: A Simplified Framework

### FUNDING

- ② **Scholarships for professional development, courses, degrees**
- ② **Compensation/retention initiatives:** Strategies for increasing compensation to retain qualified personnel and linking increases in qualifications to increases in compensation.
- ② **Program quality awards**
- Tiered reimbursement:* increased payment rates based on quality in the State's child care subsidy system.
- Tiered quality rewards:* direct payments based on quality not tied to State child care subsidies.

### CORE PROFESSIONAL KNOWLEDGE

- ② **Core body of knowledge/core competencies:** The range of knowledge and observable skills that adults working with young children need to facilitate child learning and development, linked to early learning guidelines.
- ② **Career Lattice:** Levels of mastery connected to a progression of direct service roles in the field (teachers, directors and administrators, family child care providers and operators).

### QUALIFICATIONS AND CREDENTIALS

- ② **Preservice requirements:** Minimum qualifications that staff are required to have prior to assuming their position.
  1. *Child care licensing regulations*
  2. *Family child care, center staff, administrators*
  3. *Public School regulations*
  - Teacher certification, administrator certification
  3. *Head Start Performance Standards regarding staff*
  - Teaching staff, component coordinators, directors
- ② **Continuing education requirements:** Ongoing training staff are required to obtain to remain in their position.
  1. *Child care*
  2. *Public prekindergarten*
  3. *Head start*
- ② **Credentials:** A credential is a document certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge and may include demonstrations of competence.
  1. *Director credentials*
  2. *Infant-toddler credentials*
  3. *School-Age credentials*
  4. *Family child care credentials*
  5. *Certification by National Board for Professional Teaching Standards*

### ② Pathways leading to qualifications, degrees, and credentials

1. **Articulation agreements among levels of higher education:** Written agreements among institutions of higher education to accept credit for courses taken at those institutions. Some agreements set up jointly developed and delivered degree programs, e.g., between one or more community colleges and one or more four-year colleges.
2. **Training Registries**
3. **Credit-bearing workshops and training series (CEUs and college credit)**
4. **Credit for prior learning:** Systems used by most institutions of higher education for granting credit for learning acquired through life and/or work experiences.

### QUALITY ASSURANCES

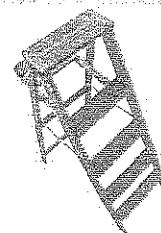
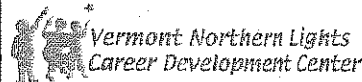
- ② **Trainer approval** (standards and registries): Set of standards and qualifications for individuals who offer training; registries: database of trainers and their qualifications and standards met.
- ② **Training approval:** Set of standards that training must meet, usually linked to core knowledge and to principles of adult learning.
- ② **Evaluation Processes:** Built into each element and/or component; an iterative process. Evaluations benefit from beginning analysis to provide ongoing benchmarks for outcome assessment.

### ACCESS AND OUTREACH

#### ② Online database of training and education opportunities

1. **Training calendars:** Published lists of trainings for personnel, which generally include short descriptions, locations, dates, and times of training sessions.
2. **Directory of college degree programs**
3. **Training registries:** A database that tracks all completed personnel training.
- ② **Career development advising:** Process of informing individuals about entry and continuing education requirements for professional roles in the ECE field and supporting the individual to assess current qualifications, identify education resources, and plan his/her own career advancement with attention to population's cultural and linguistic frameworks.
- ② **Multiple professional development delivery methods**
  1. *Distance learning*
  2. *Courses as modularized workshops: credit-bearing courses that are deconstructed into a set of related workshops.*

# The Vermont Career Ladder for early childhood professionals



## What is the Career Ladder?

It is a tool for tracking and planning professional growth. The Ladder organizes coursework, credentials, degrees and licensure into one Northern Lights (NL) Professional Development System. Each of the six levels requires: education, a current Individual Professional Development Plan (IPDP) and professional experience with children and families. Levels I - III also require the applicant to be observed working with children. You can start at any level.

*"I applied to Northern Lights to receive a certificate when I completed a level on the career ladder."*

## Vermont Northern Lights Career Ladder

Level I	Level II	Level III	Level IV	Level V	Level VI
1. Fundamentals for Early Childhood Professionals course (45 hours) OR 2. NL approved portfolio with 45 hours of instruction & documentation OR 3. 3 related college credits in child development & other requirements	1. Current Child Development Associate (CDA) Credential OR 2. NL approved portfolio with 120 hours of instruction & documentation OR 3. 12 related college credits in at least 2 VT Core Knowledge areas & other requirements	<b>A)</b> 1. Completed Vermont Child Care Registered Apprentice OR 2. CCV's Child Care Certificate OR 3. Highly Qualified Paraprofessional OR 4. 21 related college credits in at least 3 VT Core Knowledge areas & other requirements  <b>B)</b> 1. Associate's degree in early childhood education or a related field OR 2. Any Associate's degree with 21 related college credits in at least 3 VT Core Knowledge areas	<b>A)</b> 1. Bachelor's degree in early childhood education or related field OR 2. Bachelor's degree with 30 related college credits in at least 3 of the VT Core Knowledge Areas  <b>B)</b> Above with VT Department of Education teaching license with endorsement in early childhood, early childhood special education or elementary education	<b>A)</b> Master's degree in early childhood education or related field	Doctoral degree in early childhood education or related field
<b>Experience</b> one year or more	2 years or more	2 years or more	2 years or more including student teaching	2 years or more	2 years or more

## On the Northern Lights website:

- Career Advising Guide including the booklet
- Planning Your Professional Development about Individual Professional Development Plans (IPDP)
- Afterschool course information and Career Pathways
- Resources including colleges with related fields and coursework
- Career Ladder
  - Detailed information & applications for each level
  - How college courses align with the levels
  - How the levels align with STARS points and the Recognition Bonus

Vermont Northern Lights Career Development Center

<http://northernlightscdc.org>

Phone: (802) 828-2876

See the reverse side for information on the Vermont Northern Lights Career Ladder

# ***The Vermont Career Ladder for early childhood professionals*** (continued)

## **Where do I fit in?**

There are many different paths to take in the development of your career and each person's path is unique. Some professionals start at Level I, some at Level IV. Each person completes a level at his or her own pace. The Career Ladder is a guide.

## **What are the "related fields and credits" and "Core Knowledge Areas" referred to in the Career Ladder?**

Related Fields refer to degrees with a major or concentration in one of the following areas: Early Childhood; Child or Human Development; Education (early childhood, elementary or special education); or Child and Family Studies

If your degree was NOT in any of these fields you can still use college coursework in the areas above or in psychology, mental health, sociology, human services, social sciences, social services, or business administration (related to early childhood or afterschool program management) to reach a Level on the Career Ladder.

5 Vermont Core Knowledge Areas include: Families and Communities, Child Development, Healthy and Safe Environments, Teaching and Learning, Professionalism and Program Organization. These areas relate to the *Core Competencies* for early childhood and afterschool professionals.

## **What does achieving a Level mean?**

You have achieved a milestone in your career pathway! You may also benefit from achieving: a financial recognition bonus from the Child Development Division (CDD); a higher score in the Vermont Step Ahead Recognition System (STARS) staff qualifications arena; a child care licensing requirement; or a Department of Education teacher licensing requirement.

## **How long do I have to achieve a Level?**


You may take as long as you need to meet the Level requirements and you can apply for a Level certificate any time after achieving the education and experience listed. However, there ARE time limitations for gaining the other benefits described above.

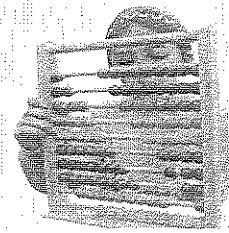
## **What is the Career Lattice?**

The Career Lattice shows how the Career Ladder connects with different work settings. It is a frame of reference that gives general examples of which jobs tend to be at each level of the Ladder. You can find the Career Lattice in the *Career Advising Guide* and on the Northern Lights website.

<http://northernlightscdc.org>

Phone: (802) 828-2876

 Vermont Northern Lights  
Career Development Center



*"When I found myself on the Career Ladder and Lattice, I could trace my career path and get an idea of where I might go next."*

## **Did You Know...?**

- People with a Bachelor's Degree often have more job options than people without.
- Northern Lights will forward your Level application on to CDD for consideration of a bonus.
- *The Core Competencies for Afterschool Professionals* have three levels that also relate to jobs in afterschool programs.
- Northern Lights reviews and approves all applications and related documents of those applying for the Career Ladder.

## **More Resources**

STARS website

<http://dcf.vermont.gov/cdd/stars>

Northern Lights Career  
Development Center  
CCV—PO Box 489  
Montpelier, VT 05601

Child Development Division Professional Development Bonus System for Early Childhood <sup>1</sup>	
Level Achievements <sup>2</sup>	AMOUNT
Northern Lights Level I Certificate (this includes completion of Fundamentals training & one year of experience), or On-the-Job Training Certificate issued by the VT DOL	\$100
Northern Lights Level II Certificate, which may include Child Development Associate (CDA) credential	\$500
First renewal of CDA (there is no bonus for subsequent renewals)	\$150
Northern Lights Level III A, which includes Registered Child Care Apprenticeship Certificate, or CCV Child Care Certificate & two years of experience	\$750
Northern Lights Level III B, which includes an Associates Degree in a related field <sup>3</sup> & two years of experience	\$1,000
Northern Lights Level IV, V, VI (This can include a Bachelors' Masters', Doctorate, or PhD in a related field & two years of experience)	\$1,200 (paid in two payments six months apart)
Professional Credentials	AMOUNT
<ul style="list-style-type: none"> <li>• Vermont Department of Education teacher licensure with early childhood educator or early childhood special educator endorsement</li> <li>• Northern Lights Program Director Credential – Step 3</li> <li>• Vermont Afterschool Professional Credential</li> <li>• Early Childhood Family Mental Health Credential (pending)</li> <li>• Infant-Toddler credential (pending)</li> </ul>	\$500

<sup>1</sup> The CDD bonuses have eligibility requirements that are in addition to the requirements for obtaining a level certificate, degree or credential and are subject to available resources.

<sup>2</sup> Completion of each Level requires an application to VT Northern Lights Career Development Center to verify both education and experience.

<sup>3</sup> A definition of related degrees can be found on the VT Northern Lights Career Development Center's website: [www.northernlightscdc.org](http://www.northernlightscdc.org)

# Child Care Financial Assistance

## Child Care Provider Rate Schedule - January 3, 2010

### Child Care in Licensed Centers

Age Category	Schedule	Base Rate starting 1/3/2010	1★	2★★	3★★★	4★★★★	5★★★★★
Infant	Full time	\$137.14	\$144.00	\$150.85	\$164.57	\$178.28	\$192.00
	Part time	\$75.43	\$79.20	\$82.97	\$90.51	\$98.06	\$105.60
Toddler	Full time	\$133.43	\$140.10	\$146.77	\$160.12	\$173.46	\$186.80
	Part time	\$73.39	\$77.06	\$80.73	\$88.06	\$95.40	\$102.74
Preschool	Full time	\$129.60	\$136.08	\$142.56	\$155.52	\$168.48	\$181.44
	Part time	\$71.28	\$74.84	\$78.41	\$85.54	\$92.66	\$99.79
School age	Full time	\$125.71	\$132.00	\$138.28	\$150.85	\$163.42	\$175.99
	Part time	\$69.14	\$72.60	\$76.05	\$82.97	\$89.88	\$96.80

### Child Care in Registered Homes

Age Category	Schedule	Base Rate starting 1/3/2010	1★	2★★	3★★★	4★★★★	5★★★★★
Infant	Full time	\$114.29	\$120.00	\$125.72	\$137.15	\$148.58	\$160.01
	Part time	\$62.86	\$66.00	\$69.15	\$75.43	\$81.72	\$88.00
Toddler	Full time	\$110.00	\$115.50	\$121.00	\$132.00	\$143.00	\$154.00
	Part time	\$60.50	\$63.53	\$66.55	\$72.60	\$78.65	\$84.70
Preschool	Full time	\$98.86	\$103.80	\$108.75	\$118.63	\$128.52	\$138.40
	Part time	\$54.37	\$57.09	\$59.81	\$65.25	\$70.68	\$76.12
School age	Full time	\$95.14	\$99.90	\$104.65	\$114.17	\$123.68	\$133.20
	Part time	\$53.53	\$56.21	\$58.88	\$64.24	\$69.59	\$74.94

### Definitions:

**Part time rates** are based on schedules 1 - 25 hours per week.

**Full time rates** are based on schedules of 26 - 50 hours per week.

**Extended rates** are available in specific circumstances for children eligible for more than 51 hours per week.

- Rates indicate 100% financial assistance
- Legally Exempt Child Care Provider Rates have remained the same.





## Afterschool Licensed Program STARS Application

STARS recognizes accomplishments and activities that go above and beyond state regulations. Thank you for participating in this quality initiative!

### Overview of STARS

STARS is based on five "Arenas of Action":

1. Regulatory History (1-3 possible points)
2. Staff Qualifications and Annual Professional Development (1-3 possible points)
3. Families and Community (1-3 possible points)
4. Program Practices (1-5 possible points)
5. Administration (1-3 possible points)

Applicants determine the number of points they are able to obtain in each arena of action, based on the program's activities and achievements as documented in the application. In any arena, an applicant can indicate that they are in compliance with CDD licensing regulations and are not earning points in that arena.

The points from all five arenas are added together to determine the star level.

<u>Total Number of Points</u>	<u>Star Level</u>
1 to 4 points	One Star Program
5 to 8 points	Two Star Program
9 to 11 points	Three Star Program
12 to 14 points	Four Star Program
15 to 17 points	Five Star Program

## **Overview of Vermont's Quality Recognition and Improvement System STARS**

QRIS (Quality Recognition and Improvement System)- A QRIS should bring together the various early childhood/after school initiatives, state policies and requirements and contribute to alignment of these efforts – NAEYC National Professional Development Institute

**Vermont's QRIS is STARS (STep Ahead Recognition System)**  
**It is a point-based system. Points achieved are based on verified and verifiable evidence of program practices and achievements**

### Regulatory History

Recognition for compliance over time

### Families and Community

Family survey/Specialized Care/Strengthening Families (center for study of social policy)

### Staff Qualifications and Annual Professional Development

Training hours/degree credentials/experience

### Administration

Written family-provider agreements/contract, program/staff handbook with policies, budget and wages

### Program Practices

Self-Assessment and third party assessments with written improvement plans and use of child observation/feedback to inform practice